

STATE OF IOWA

THOMAS J. VILSACK, GOVERNOR SALLY J. PEDERSON, LT. GOVERNOR

DEPARTMENT OF EDUCATION JUDY A. JEFFREY, DIRECTOR

DATE: December 1, 2005

TO: ABE Coordinators

FROM: Division of Community Colleges and Workforce Preparation

SUBJECT: Iowa's Adult Literacy Local Program Plan Extension for PY 2007

Attached is a copy of the guidelines for: 1) amending the FY 2000-2004 local ABE Program Plan, 2) submission of the staff development plan for PY 2007 (July 1, 2006-June 30, 2007), 3) Benchmark Projections, 4) EL Civics Program, 5) Content Standards Implementation Plan, and 6) CASAS Test Security Agreement. The local program plan amendment is optional but the submission of the PY 2006 staff development plan and benchmark projections are required. Please submit three (3) copies of the amended plan and/or staff development plan to me by March 15, 2006. An electronic draft copy may be submitted to me for proofing by March 1, 2006.

The following sections are included in the guidelines:

- Section I: Local Plan Narrative Guidelines;
- Section II: Compliances;
- Section III: Assurance Procedures;
- Section IV: Staff Development Guidelines;
- Section V: English Literacy and Civics Education Guidelines;
- Section VI: Benchmark Guidelines;
- Section VII: Incentive Grant Application;
- Section VIII: Content Standards Implementation Plan Guidelines;
- Section IX: CASAS Test Security Agreement;
- Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion—Lower Tier Covered Transactions. (This page must be dated and signed);
- Adult Literacy Program Plan Checklist.

If there are questions, please contact me.

Sincerely,

John Hartwig

Iowa Adult Education State Director

State of Iowa DEPARTMENT OF EDUCATION

Bureau of Community Colleges Grimes State Office Building Des Moines, IA 50319-0146

Proposal No.	
•	(DE Use Only)

Guidelines for Grant-for Services

FIVE-YEAR ADULT EDUCATION GRANT-FOR-SERVICES

The Adult Education and Family Literacy Act (Title II) of Workforce Investment Act of 1998.

	COVER SHEET		
<u></u>	Amended Grant-for-Services for Adult Basic Educ Staff Development Plan for PY 2007	eation	
Submitted l July 1, 200	by in accordance with Iowa 66 through June 30, 2007.	's Adult Literacy Program for the	period of
_	Signature of ABE Coordinator	Date	_
	Signature of Business Manager	Date	_
	Signature of Administrative Officer	Date	_
	To be completed by the Iowa Departme	ent of Education	
Date which	plan or amendment is effective: July 1, 2006		
Approved:			
	Signature of Consultant Bureau of Community Colleges and Workforce Preparation	Date	

GRANT FOR SERVICES VENDOR FACT SHEET

All blanks must be filled in. Put "N/A" if not applicable. Please type or print in black ink. Submit three copies of grant-for-services.

l.	
Legal Name of Sponsor	
Business Address	Phone (area code)
Parent Organization (if applicable)	
Parent Organization Business Address	Phone (area code)
2. Check the Organization: X a. Community College b. Public School District c. 4-Year College University d. Other (Name of organization)	
3. Person responsible for directing the program:	
Name	Title
Address	Phone (area code)
l. Legal Fiscal Agent:	
Name	Title
Address	Phone (area code)

SECTION I: LOCAL PLAN NARRATIVE GUIDELINES

(If you are not amending your Local Plan, skip Section I)

Section 231(a) of the Workforce Investment Act of 1998 (The Adult Education and Family Literacy Act) indicates "from grant funds made available under Section 211(b), each eligible agency shall award multiyear grants or contracts, on a competitive basis, to eligible providers within the State or outlying area to enable eligible providers to develop, implement, and improve adult education and literacy activities within the state." Section 231(e) provides that the below listed twelve (12) criteria shall be utilized in the screening and selection of local provider proposals.

The listed (12) criteria provide the request for proposal (RFP) guidelines for grant consideration under the auspices of the title II of the Workforce Investment Act of 1998.

A. Integrated Programs

The following twelve (12) selection criteria will constitute the major portion of the RFP guidelines. The RFP guidelines will contain the following sections relative to the twelve selection criteria. The numbers in parentheses following each criteria statement reflects the number of possible points awarded for that section of the local proposal. Selection criteria numbers 1, 2, 4, 6, 7, and 11 are weighted due their increase priority to meet the mandates of the Act. The highest number of points an application could receive would be 100.

1. The degree to which the eligible provider will establish measurable goals for participant outcomes. (14)

This section should describe: 1) the process of establishing core performance indicators, 2) strategies for data collection on the core performance indicators, 3) process (es) for reporting progress on the achievement of core performance indicators.

The measurable goals center around three (3) different levels of core performance indicators.

- a. demonstrated improvements in literacy level skill levels in reading, writing, and speaking the English language, numeracy, problem-solving, English language acquisition, and other literacy skills;
- b. placement in, retention in, or completion of postsecondary education, training, unsubsidized employment or career advancement;
- c. receipt of a secondary school diploma [includes adult high school diploma] or its recognized equivalent [GED].
- 2. The past effectiveness of an eligible provider in improving literacy skills of adult and families, and, after the one-year period beginning with the adoption of an eligible agency's performance measures, the success of an eligible provider receiving funds in meeting or exceeding such performance measures, especially with respect to those adults with the lowest levels of literacy. (10)

The following areas should be addressed: 1) number of persons (16+) functioning at the National Adult Literacy Survey (NALS) Levels 1 and 2 by city, county, Congressional district, or community college district, 2) the strategies that will be utilized to meet or exceed the core performance indicator standards within one year after adoption commencing on July 1, 1999, especially with respect to those adults with the lowest levels of literacy (i.e. NALS Levels 1 and 2), 3) the past effectiveness of the provider in meeting the literacy needs of the adult population including the number of years the provider has rendered basic skills education and services.

3. The commitment of the eligible provider to serve individuals in the community who are most in need of literacy services, including individuals who are low income or have minimal literacy skills. (5)

This section should include: 1) a description of a profile of adults functioning at NALS Levels 1 and 2, 2) a strategy for serving the state's priority target populations, 3) the number of low income adults residing in the geographical area served by the local provider and specific strategies for meeting their literacy needs.

The priority target populations are as follows:

- **able-bodied** welfare recipients (AWR). Persons who received AFDC or food stamps and who did not have disabilities that prevented them from working. Able-bodied welfare recipients, including women caring for young children, represent about 7.4 percent of the Iowa adult population and about three-quarters of the Iowa adult population receiving welfare;
- **low-wage** earners who were not recipients of public assistance (LWW). Adults who did not receive AFDC or food stamps and were employed full-time at, or below, the minimum wage. This population constitutes about 8.4 percent of the Iowa adult population;
- at-risk youth (ARY). Persons age 16 to 21 who had not completed high school and were not currently enrolled in school. At-risk youth comprises approximately .6 percent of the Iowa population age 16 and over;
- **persons** for whom English was their second language (ESL). Persons who indicated on the IASALS that they would not speak or write in English. The ESL population constitutes about 1.4 percent of the Iowa adult population;
- **dropouts** with relatively high educational attainment (HiDrp). Persons who dropped out of high school during eleventh grade. This population makes up about 3.1 percent of the Iowa adult population;
- **least** educated school dropouts (LoDrp). Persons whose educational attainment was grade ten or less. LoDrp comprises about 1.7 percent of the Iowa adult population;
- other eligible populations (i.e. minorities, corrections, institutionalized, etc.)
- 4. Whether or not the program: (a) is of sufficient intensity and duration for participants to achieve substantial learning gains, (b) uses instructional practices such as phonemic awareness, systematic phonics, fluency, and reading comprehension that research has proven to be effective in teaching individuals to read. (10)

The criteria "of sufficient intensity and duration" can be quantified and reported by: 1) the Iowa Basic Skills Certification Program, or 2) the attainment of individual student goals in relation to specific competencies and clusters of competencies in which the adult learner has demonstrated mastery.

This section should describe the strategies the eligible provider will adopt to demonstrate the criteria "of sufficient and duration" in relation to the implementation of the Iowa Basic Skills Certification Program and/or student goal attainment accomplishments in relation to specific competencies achieved or student goal attainment.

This section should also describe current and future instructional strategies, practices and methodologies that have proven effective in teaching individuals to read.

5. Whether the activities effectively employ advances in technology is appropriate, including the use of computers. (5)

The section should include a description of the current and future strategies the eligible provider will utilize with the use of instructional technology. This description should detail: 1) the type of instructional software utilized, 2) the number of computers available, 3) the different types (i.e. brands) of computers utilized, 4) the number of instructional sites utilizing instructional technology strategies, 5) the number of projected sites to utilize instructional technology in the next five (5) years.

6. Whether the activities are built on a strong foundation of research and effective educational practice. (12)

This section should describe the specific Iowa research studies including practitioner studies, conducted during the last 5-8 years, which have led to improvement in current or projected instructional activities or led to innovative new approaches in curriculum development, competency based education, accountability, identification of target populations, etc. Describe other studies which have assisted in program improvement and accountability.

This section should include a description of how the Iowa Basic Skills Certification Program will be integrated into the basic skills programs over the next 3 years beginning July 1, 1999. This description should include: 1) the number and types of instructional sites (i.e. workforce development centers, corrections, community action centers, institutions, libraries, etc.), 2) the number of potential students who will be served by the basic skills certification program, 3) the projected number of certificates to be issued over the next 3 years beginning July 1, 1999.

7. Whether the activities provide learning in real life contexts to ensure that an individual has the skills needed to compete in the workplace and exercise the rights and responsibilities of citizenship. (10)

Describe the strategies utilized to incorporate the priority competency areas, delineated in the Iowa Adult Basic Skills Survey (IABSS) study, into student, instructional and program outcomes. Include a description of how priority competencies are taught in a real life context to assist the learner in meeting employability and/or life skills goals.

8. Whether the activities are staffed by well-trained instructors, counselors and administrators. (5)

Describe the qualifications which the instructional staff, counselors and administrators possess. This section should include the annual staff development plan for state fiscal year 2000 (July 1, 1999-June 30, 2000). The staff development plan should include goals, objectives and specific activities along with an estimate of the amount of dollars needed to fund staff development activities.

9. Whether the activities coordinate with other available resources in the community, such as by establishing strong links with elementary schools and secondary schools, postsecondary educational institutions, one-stop centers, job training centers, and social service agencies. (5)

This section should include: 1) the number and types of agencies, organizations, institutions, etc. with whom the eligible provider currently collaborates, coordinates and cooperates, 2) the number and types of entities represented on the participatory planning committee, 3) the role, scope and function of the participatory planning committee in formulating policy, establishing strategic planning activities, and providing over all guidance and direction for the basic skills program.

This section should also describe the process the local provider has initiated to implement the memorandum of understanding (MOU) with the local Workforce Development Center. The most common literacy services provided are: 1) initial assessment utilizing the CASAS ECS 130 appraisal, 2) referral to literacy classes, 3) providing adult learner progress reports utilizing the TOPSpro software. This section should also describe any negotiated financial arrangements to provide basic literacy services.

10. Whether the activities offer flexible schedules and support service (such as child care and transportation) that are necessary to enable individuals, including individuals with disabilities or special needs, to attend and complete programs. (5)

This section should describe: 1) support services (i.e. child care, transportation, etc.) currently available, 2) cooperative agreements with other agencies (i.e. vocational rehabilitation, Department of Human Services, etc.) designed to assist in providing ancillary services, 3) types of class scheduling strategies to assist individuals with disabilities or special needs.

11. Whether the activities maintain a high-quality information management system that has the capacity to report participant outcomes and to monitor program performance against the eligible agency performance measures. (14)

This section should include: 1) a description of how the statewide basic skills information system (i.e. TOPSpro) will be integrated and utilized for reporting student outcomes, program outcomes, and core performance indicators, 2) future plans for expansion of the TOPSpro system and for reporting and accountability purposes during the next three years beginning July 1, 1999.

12. Whether the local communities have demonstrated a need for additional English literacy [ESL] programs. (5)

This section should describe: 1) the current and projected number of students enrolled in English literacy (ESL) programs, 2) a description of English literacy target population(s) located within the geographical area served by the eligible provider, 3) projected number of adults in need of English literacy services.

SECTION II: COMPLIANCES

- 1. The grantee will submit annually the prorate sheet containing statistics on number of classes and enrollment, contact hours, and reimbursable hours, and ABE-9 financial form outlining federal and local expenditures.
- 2. The ATT-1/ATT-2 forms must be submitted to request approval and reimbursement for teacher training activities and to following progress in the completion of the indicated activities.

SECTION III: ASSURANCE PROCEDURES

The following criteria for assurance procedures must be included in all local program plans.

- 1. Procedure for determining that no more than 10% of federal funds are expended for corrections or institutionalized programs.
- 2. Procedure of policy for serving adult populations in NALS Levels 1 and 2.
- 3. Federal funds used for local ABE programs are on a 75% basis, providing adequate funds are available, with remaining 25% or more provided by grantee.
- 4. Certification that the governing board of grantee has approved participation in the Adult Basic Education Program of the Adult Education and Family Literacy Act.
- 5. Certification that the Adult Basic Education Program will be conducted in compliance with regulations as stated in the Iowa State Plan for Adult Basic Education, Department of Education; fiscal, program and class enrollment reports will be submitted as requested by the State Department of Education.
- 6. Certification that Adult Basic Education Program will comply with all relevant provisions of the Iowa Civil Rights Act of 1965 as amended, Iowa Executive Order #15 of 1973, Federal Executive Order 11246 of 1965 as amended by Federal Executive Order 11275 of 1967, the Equal Employment Opportunity Act of 1972, and all provisions relevant to fair employment.
- 7. Certification that no more than 5% of the federal allocation will be expended on administrative salaries and benefits.
- 8. Certification that all students, faculty and other program beneficiaries will have equal access to program services regardless of gender, race, color, national origin, disability, or age.
- 9. Certification that the special needs of student, faculty and other program beneficiaries will be addressed.

SECTION IV: STAFF DEVELOPMENT GUIDELINES

Describe the methods by which the staff development plan will provide professional growth for program personnel (supervisory, teachers, aides, counseling and clerical). Discussion should include, but not be limited to, areas of orientation, pre-service and in-service at local, quadrant and state levels. Consider how technology will affect the local plan. Is the state plan reflected in the local plan? Are the state initiatives such as GED 2002, family literacy, content standards and ESL addressed? List the priority areas in Program Year 2007.

This section should contain goal statements, objectives, and activities for the goals and objectives established in Part II.2. Project same level funding as Program Year 2006 in your budget. Include a proposed one-year itemized budget following the guidelines listed below:

A. Non-Allowable Costs

- 1) Stipends will not be paid to workshop participants out of state teacher training monies.
- 2) Lodging will not be paid out of state teacher training monies without prior approval from the Adult Education Section.
- 3) Expenses for out-of-state travel (e.g. CASAS Summer Institute, ABE Commission, AAACE) will not be paid out of teacher training monies without prior approval from the Adult Education Section.

B. Allowable Costs

- 1) In-state travel will be reimbursed at the institutional rate, not to exceed 29 cents per mile.
- 2) Meals will be reimbursed in accordance with the state guidelines, not to exceed:

a) breakfast \$5.00b) lunch \$6.00c) dinner \$12.00

- 3) Statewide conferences may be included in this plan.
- 4) State adult education teacher training monies may be used to send additional participants to a state leadership teacher-training workshop. The project director must approve the additional participants. Only expenses for mileage and meals may be provided.
- 5) ABE teacher training funds may be used for fees, honorariums, and materials necessary for teacher training activities.

C. Sample Outline for Adult Education Program/Teacher Training Plan

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Adult Education Program Plan
Priority Area I
Goal I
Objective 1.
Activity 1.
Activity 2.
Objective 2.
Activity 1.
Activity 2.
Goal II
Priority Area II
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	ADULT EDUCATION TEACHER TRAINING									
			Projected	Total	Costs					
Dates	Activity Title and Objectives	Number of Participants	Projected Breakdown of Costs	State	Local	Combined				
	Objectives	Turtierpunts	(As applicable to each activity)							
			Travel							
			Meals							
			Fees							
			Honorariums							
			Materials							
			Other							

Total State Reimbursement Requested _____

SECTION V: ENGLISH LITERACY AND CIVICS EDUCATION GUIDELINES

A one-year special allocation will be available for the purpose of expanding and enhancing English Literacy and Civics Education programs. To qualify for the allocations, the following must be submitted:

A. Define the EL population

Specify ethnic groups Approximate number served Number of current EL classes/location

B. Describe the services provided

Include potential for expanded services Instructional method description

C. Plan

Include goals/objectives for the project
Time lines
Outcomes

SECTION VI: BENCHMARKS GUIDELINES

The purpose of the Benchmark section is to make reasonable benchmark projections for local program attainment for PY 2006. List specific steps to achieve projected benchmarks. Strategies may include orientation, staff development, coding, etc. Refer to the following four reports: 1) Iowa's Adult Basic Education Program Benchmark Projections for PY 2006, 2) Iowa's Community College Basic Literacy Skills Credentials Program Year 2005, 3) Iowa's Adult Basic Education Program Annual Benchmark Report: Program Year 2005 and 4) Iowa's NRS Benchmark CQI Model.

1. Basic Skills Certification

 Program Year 2005 will be the base year for Program Year 2007 Basic Skills Certification benchmark projections. • Refer to Table 1, Column K to obtain baseline data for the 2% benchmark projection for each community college (i.e. Northeast Iowa Community College issued 234 basic skill certificates during Program Year 2005. Therefore, a projected number of basic skill certificates to be issued for Program Year 2007 would reflect a minimum of 2% increase or a numeric increase from 234 to a projected 239-240.) The projection figure to be entered into Table 2 is a numeric figure and not a percentage figure.

2. Pre/Post Assessment

- Include a narrative for benchmark attainment.
- Benchmark projections should be 3% points + or the state negotiated benchmark. If there is a reason a projection is not in the 3% range + or -, please state the reason.

3. Educational Gains/Follow-up Measures

- Insert Projections for Program Year 2007 into Table 2.
- Include a narrative for benchmark attainment.
- Benchmark projections should be 3% points + or the state negotiated benchmark. If there is a reason a projection is not in the 3% range + or -, please state the reason.

TABLE 1

Number of Basic Literacy Skills Certificates Issued by Iowa's Community Colleges by Subject Area and CASAS Certification Level for Program Enrollees During Program Year 2005 (July 1, 2004 – June 30, 2005)

A		I	3		C		I)		E		I	र		G		Н		I	K Total
Community College		Read CAS LEV			Sub total		Mathematics CASAS LEVEL			Sub total	*Writing CASAS LEVEL			Sub total	**Listening CASAS LEVEL		Sub total	(Col C + Col E +Col G + Col I)		
	A	В	C	D		A	В	C	D		A	В	C	D		A	В	C		
Northeast IA Comm. College	23	26	25	49	123	0	23	35	29	87	0	3	3	2	8	1	3	12	16	234
North IA Area Comm. College	50	17	12	11	90	4	18	30	39	91	4	4	2	1	11	0	0	0	0	192
IA Lakes Comm. College	3	3	6	16	28	2	6	5	4	17	0	0	0	0	0	0	0	0	0	45
Northwest IA Comm. College	20	21	16	6	63	0	1	2	1	4	0	0	2	0	2	0	0	0	0	69
IA Central Comm. College	72	53	46	44	215	1	7	45	24	77	0	0	0	0	0	16	8	1	25	317
IA Valley Comm. College Dist.	58	81	76	74	289	3	22	54	64	143	1	6	6	0	13	45	36	11	92	537
Hawkeye Comm. College	1	10	25	18	54	5	45	30	19	99	0	0	0	0	0	25	18	18	61	214
Eastern IA Comm. Coll. Dist	62	77	134	137	410	6	49	69	35	159	0	0	0	0	0	19	34	2	55	624
Kirkwood Comm. College	17	43	36	169	265	5	30	29	227	291	2	1	7	3	13	17	17	19	53	622
Des Moines Area Comm. Coll.	91	160	151	47	449	5	18	17	5	45	4	14	24	6	48	37	101	41	179	721
Western IA Tech Comm. Coll.	37	53	38	100	228	0	19	15	92	126	12	23	6	0	41	28	19	4	51	446
Iowa Western Comm. College	9	18	30	102	159	2	24	56	252	334	0	2	6	8	16	16	9	0	25	534
Southwestern Comm. College	18	12	19	29	78	0	1	27	14	42	0	0	0	0	0	0	0	0	0	120
Indian Hills Comm. College	51	46	64	139	300	29	41	98	118	286	6	10	16	13	45	26	31	25	82	713
Southeastern Comm. College	17	18	34	56	125	8	35	64	49	156	0	0	0	1	1	6	1	1	8	290
TOTAL	529	638	712	997	2,876	70	339	576	972	1,957	29	63	72	34	198	236	277	134	647	5,678

Source: Program Year 2005 Basic Literacy Skills Certification and High School Diploma Report for Program Year 2005: Iowa Department of Education

Interpretation: The data indicates 2,876(51%) reading certificates, 1,957(34%) mathematics certificates, 198 (4%) writing certificates and 647 (11%) listening certificates for a total of 5,678 certificates, which were issued during Program Year 2005. The greatest percentage (59%) of reading certificates was issued at CASAS C and D levels. The greatest percentage (79%) of mathematics certificates was issued at CASAS C and D levels. The greatest percentage (68%) of writing certificates was issued at CASAS B and C levels. The greatest percentage of listening certificates (79%) was issued at CASAS levels A and B.

^{*} The Writing Skills component of Iowa's Basic Skills Certification program was implemented during Program Year 2002. The Reading and Mathematics components were implemented during Program Year 1998.

^{**} The Listening Skills component of Iowa's Basic Skills Certification program was implemented during Program Year 2004.

Table 2

Local Benchmark Projections for Program Year 2007 (July 1, 2006 – June 30, 2007)

STATE BENCHMARKS Pre/Post Assessment Instructional Program	PY 07 STATE PERCENT PROJECTION	PY 07 LOCAL PERCENT PROJECTION
Adult Basic Education (ABE)	86%	%
English Literacy (EL)	53%	%
Adult Secondary Education (ASE)	88%	%
Other State Benchmarks		
GED Pass Rate	96%	%
Basic Skill Credential Issuance Increase From PY 05 TO PY 07	* 2%	
FEDERAL BENCHMARKS Educational Gains Core Measures – NRS (Educational Function	ning Level)	
Beginning Literacy ABE	45%	%
Beginning ABE	50%	%
Low Intermediate ABE	52%	%
High Intermediate ABE	62%	%
Low ASE	78%	%
Beginning Literacy EL	48%	%
Beginning EL	43%	%
Low Intermediate EL	48%	%
High Intermediate EL	44%	%
Low Advanced EL	40%	%
Follow-Up Core Measures – NRS		
Entered Employment	78%	%
Job Retention	90%	%
Earned GED Or HS Completion	80%	%
Entered Post-Secondary Education Or Training	56%	%

^{*} See Table 1, Column K to project the number of issued Basic Skill Credentials.

SECTION VII: INCENTIVE GRANT APPLICATION - (This section should only be completed by a local provider who met the eligibility criteria for an incentive grant).

- A. Describe the planned activities. This information should include a description of how the activities are innovative, comprehensive and coordinated, and targeted to improve program performance. Include information on how services build on, rather than duplicate, existing literacy program services mandated by the Adult Education and Family Literacy Act (AEFLA).
- B. Describe ways in which the activities are related to improving local program benchmark performance levels on the state and federal mandated benchmarks for each different activity planned. For example, describe how the activities will strengthen the local program's ability to improve literacy levels, increase employment, increase transitions to further education and training, and/or improve technical and employability skills.

C. Describe collaborative efforts with stakeholder groups, participating literacy partners and the general public on the use of incentive award funds. Local programs are encouraged to seek public input on the use of state incentive funding, including representatives of vocational education programs, other workforce partners and cooperating literacy partners.

SECTION VIII: CONTENT STANDARDS IMPLEMENTATION PLAN GUIDELINES

The purpose of this section is to outline the community college district's Content Standards Implementation Plan. The narrative must include the following:

- Indicate the projected number of years for full district implementation of content standards (i.e. 3-4 years);
- Provide the number and type of classes in which content standards will be implemented (e.g. ABE, ESL, ASE or any combination of classes);
- Provide the number of participating instructors and instructional area(s) (e.g. ABE, ESL, ASE);
- Enumerate the content standards categories which will be implemented during Program Year 2007 using the CASAS Content Standards Coding System (e.g. R1 Beginning Literacy/Phonics, R2 Vocabulary, R3 General reading comprehension, R4 Text in format, etc.);
- List the number and type of staff development activities for implementation of content standards (i.e. local workshops, regional workshops, etc.).
- Discuss how the implementation of content standards will assist in program improvement and improving benchmark performance.

SECTION IX: CASAS TEST SECURITY AGREEMENT

The Iowa Department of Education requires that all funded adult literacy programs sign an annual CASAS test security agreement. This agreement includes the following stipulations:

- The local adult education program director assumes responsibility for safeguarding all CASAS-developed assessment materials, including Test Administration Manuals, and answer sheets (which contain certain marks or responses);
- All CASAS materials should be stored in a locked (preferably fireproof) file cabinet accessible to the program director or his/her designee(s);
- Staff administering assessments should return all materials immediately after use to the program director or his/her designees;
- All answer sheets and writing samples are treated as confidential until destroyed;
- No duplication of any test form or any portion of any test form is permitted for any reason;
- Inventory information concerning CASAS materials will be supplied to the Iowa Department of Education when requested;
- Defaced materials may not be destroyed unless authorized by Iowa Department of Education;
- Programs may not use displays, questions, or answers that appear on any CASAS test to create materials
 designed to teach or prepare learners to answer CASAS test items. Instead, programs should use instructional
 resources provided by CASAS (e.g. Quick Search and other support materials) to link curriculum, assessment
 instruction.

Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion -- Lower Tier Covered Transactions

This certification is required by the Department of Education regulations implementing Executive Order 12549, Debarment and Suspension, 34 CFR Part 85, for all lower tier transactions meeting the threshold and tier requirements stated at Section 85.110.

Instructions for Certification

- 1. By signing and submitting this proposal, the prospective lower tier participant is providing the certification set out below.
- 2. The certification in this clause is a material representation of fact upon which reliance was placed when this transaction was entered into. If it is later determined that the prospective lower tier participant knowingly rendered an erroneous certification, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.
- 3. The prospective lower tier participant shall provide immediate written notice to the person to whom this proposal is submitted if at any time the prospective lower tier participant learns that its certification was erroneous when submitted or has become erroneous by reason of changed circumstances.
- 4. The terms "covered transaction," "debarred," "suspended," "ineligible," "lower tier covered transaction," "participant," "person," "primary covered transaction," "principal," "proposal," and "voluntarily excluded," as used in this clause, have the meanings set out in the Definitions and Coverage sections of rules implementing Executive Order 12549. You may contact the person to which this proposal is submitted for assistance in obtaining a copy of those regulations.
- 5. The prospective lower tier participant agrees by submitting this proposal that, should the proposed covered transaction be entered into, it shall not knowingly enter into any lower tier covered transaction with a person who is debarred, suspended, declared ineligible, or voluntarily excluded from participation in this covered transaction, unless authorized by the department or agency with which this transaction originated.

- 6. The prospective lower tier participant further agrees by submitting this proposal that it will include the clause titled "Certification Regarding Debarment, Suspension, Ineligibility, and Voluntary Exclusion-Lower Tier Covered Transactions," without modification, in all lower tier covered transactions and in all solicitations for lower tier covered transactions.
- 7. A participant in a covered transaction may rely upon a certification of a prospective participant in a lower tier covered transaction that it is not debarred, suspended, ineligible, or voluntarily excluded from the covered transaction, unless it knows that the certification is erroneous. A participant may decide the method and frequency by which it determines the eligibility of its principals. Each participant may but is not required to, check the Nonprocurement List.
- 8. Nothing contained in the foregoing shall be construed to require establishment of a system of records in order to render in good faith the certification required by this clause. The knowledge and information of a participant is not required to exceed that which is normally possessed by a prudent person in the ordinary course of business dealings.
- 9. Except for transactions authorized under paragraph 5 of these instructions, if a participant in a covered transaction knowingly enters into a lower tier covered transaction with a person who is suspended, debarred, ineligible, or voluntarily excluded from participation in this transaction, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.

Certification

- (1) The prospective lower tier participant certifies, by submission of this proposal, that neither it nor its principals are presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any Federal department or agency.
- (2) Where the prospective lower tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

NAME OF APPLICANT	PR/AWARD NUMBER AND/OR PROJECT NAME
	Adult Literacy Program
PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
SIGNATURE	DATE

ED 80-0014, 9/90 (Replaces GCS-009 (REV.12/88), which is obsolete)

Adult Literacy Program Plan Checklist

- Cover sheet signatures (Required);
- Certification signature (Required);
- Section I Local Plan (Optional);
 - Skip if not amending
- Section II Compliances (Required);
 - ATTs
 - ABE-9s
- Section III Assurances (Required);
- Section IV Staff Development (Required);
 - Budget
 - Plan
- Section V EL/Civics (Required);
 - Population
 - Services Provided
 - Plan
- Section VI Benchmarks (Required);
 - Basic Skills Certification
 - Pre/Post
 - Educational Gains
 - Follow-up Measures
- Section VII Incentive Grant Application (for qualified programs) (Required);
 - Planned Activity
 - Description
 - Collaboration
- Section VIII Content Standards Implementation Plan (Required);
- Section IX CASAS Test Security Agreement (Required);
- Signed Lower Tier Certification (Required).